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ABSTRACT

Written for the principal, the booklet presents an overview of issues involved in mainstreaming handicapped children. Initial sections address the definition of mainstreaming, the rationale for mainstreaming, and suggestions for supporting the special education teacher. The next three Sections concern the administrative and legal aspects of mainstreaming, and present 30 questions and answers about school law. Characteristics and mainstreaming considerations are described for eight types of exceptionalities, including the educationally handicapped and visually impaired. Sample forms are provided of the mainstreaming plan and integration plan. (CL)

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MAINSTREAMING EXCEPTIONAL CHILDREN

A GUIDELINE FOR THE PRINCIPAL

June 15, 1977

Illinois State University/Special Education District of Lake County

Workshop in Special Education - Mainstreaming

{Funded by a Special Grant from the Illinois Office of Education}

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SPECIAL EDUCATION DISTRICT OF LAKE COUNTY/ILLINOIS STATE UNIVERSITY

Workshop in Special Education - Mainstreaming
June 15, 1977

The materials that follow were prepared for a special workshop conducted by the Special Education District of Lake County and Illinois State University, which was funded by a grant from the Illinois Office of Education.

All materials developed and/or utilized were in accordance with the workshop objectives.

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INTRODUCTION

The Philosophy as seen by the Special Education District of Lake County and Illinois State University concerning mainstreaming is simply that mainstreaming is one vehicle to provide for the most appropriate educational services needed by handicapped youngsters, which is available in the least restricted environment. This philosophy remains consistent with the overall philosophy of special education of these two agencies which is simply that all students have specific educational needs, and therefore, each student shall be placed in an environment which can best provide for those needs.

Integrating special education youngsters into the mainstream of education is nothing new for the special educator, and dates back many years to the beginning and development of special education programs. Recently, however, the concern for mainstreaming has accelerated as a result of the recognition that many of the needs of handicapped youngsters can, indeed, be met within the framework of mainstream education. In addition, research over the past 10 years increasingly points to the necessity of mainstreaming special education students if they are to totally benefit from the scope of the educational process. Seemingly, there appears to be a relationship between placement in mainstream programs and academic achievement as noted by some of the work of Elizabeth Welch (1967), who "discovered that mentally retarded elementary school children, who spend half the school day in special classes and half the day in regular classes, earned higher achievement scores...compared to students who spent all of their time in special classes." The work of Goldstein, Moss, and Jordan (1965), is consistent with (and preceded) this finding in dealing with upper level educable retarded students when they found that upper level students placed in regular education classes made better educational progress than those placed in special classes.

Research pertaining to student peer influence should also be considered when reviewing the need for mainstreaming special education students. While the peer influence concept received considerable attention as a result of our national interest in bussing students to achieve racial balance, some of the work done in this area should also be reviewed as it substantiates the need for mixing special education students into the mainstream of education. Work done by Coleman, Harriet, and St. John and Wilson, etc., clearly points to the fact that students' attitudes and behaviors are clearly influenced by the total group to which they belong. More so, students seem to be more influenced by one another in looking at academic achievement, and aspirations, than they are influenced by their own I.Q. or their home background.

The importance of mainstreaming, based upon the above, cannot be denied. Nonetheless, the philosophy of the Special Education District of Lake County and Illinois State University pertaining to mainstreaming is not a blanket return of all exceptional children to mainstream classes. Instead, it believes very clearly that mainstreaming should be based upon the review of all possible alternatives that will facilitate the cooperation between the general educator and the special educator in serving children with learning or adjustment problems. In essence, the goal herein is primarily based upon the focus of "uniting the skills of the general educator and special educator so that all children may have equal educational opportunity." (Exceptional Children, November, 1975).

Mainstream educators over the past few years have taken an increased interest in programs developed for individualizing instruction. Such programs as Individually Prescribed Instruction (I.P.I.) and Individually Guided Education

(I.G.E.-Klausmier) have received considerable attention on the part of mainstream educators. These programs seemingly can be adapted very well to individualizing programs and thereby include special education children within the framework of these curriculums.

The need for mainstreaming special education youngsters is clearly identified, and the techniques and skills available within the mainstream system allow for the inclusion of special education youngsters. It would seem, therefore, now that only the cooperative efforts between the mainstream educator and the special educator need to be enhanced and strengthened to fully achieve the goal of mainstreaming. Accordingly, the materials that follow, attempt to focus on strengthening the relationship between the special educator and the mainstream educator by providing the mainstream principal with an overview of the "mainstreaming" needs of various categories of special education, and by providing a guideline to the principal to assist him/her in supporting both the special education teacher and the mainstream teacher.

TABLE OF CONTENTS

Mainstreaming.....1

Reasons for Mainstreaming.....3

Supporting the Special Education Teacher.....7
A Guideline For The School Principal

The Law and Education of Handicapped Children..... 10

Adminstrative and Legal Aspects of the Mainstreaming
Issue in Special Education..... 13

School Law and the Mainstreamed Child:
Questions and Answers..... 17

Characteristics of Exceptional Children
Learning Disabilities..... 24
Educable Mentally Handicapped..... 27
Educationally Handicapped..... 29
Behavior Disorders..... 31
Physically Handicapped..... 34
Hearing Impaired..... 39
Visually Impaired..... 45
Trainable Mentally Handicapped..... 46

Levels of Instructional Intervention Within Public School
Special Education Programs..... 48

Mainstreaming Plan..... 49

Integration Plan..... 51

MAINSTREAMING

"Mainstreaming refers to the temporal, instructional, and social integration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional, and supportive personnel."

J. J. Kaufman, J. Gottlieb, J. A. Agard, and M.F. Kukic. "Mainstreaming: Toward an Explanation of the Construct." Focus on Exceptional Children 7(3): 1-12; 1975.

"Mainstreaming is:

'Providing the most appropriate education for each child in the least restrictive setting'

'Looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted'

'Looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to achieve this are consulting teachers, methods and materials specialists, itinerant teachers, and resource room teachers'

'Uniting the skills of general education and special education so that all children may have equal educational opportunity.'

'Mainstreaming is not:

'Wholesale return of all exceptional children in special classes to regular class'

'Permitting children with special needs to remain in regular classrooms without the support services they need'

'Ignoring the need of some children for a more specialized program than can be provided in the general educational setting'

'Less costly than serving children in special self-contained classrooms"

Jerry Caster. "Share Our Specialty: What Is Mainstreaming?" Exceptional Children 42(3): 174; 1975

"Central to the mainstreaming movement is the theme that given the desire, facilities, and reasonable professional preparation, the average teacher can learn to educate exceptional youngsters in the regular class with the support and consultative services of special education personnel. The theme emphasized the partnership of all teachers, regular and special, in the enterprise of educating all children whether they spend all or only part of the day in the regular classroom. Furthermore, mainstreaming encourages a bright, constructive, and hopeful view of the education of exceptional children, even in the beginning teacher. It also encourages the teacher to become directly and personally involved in the education of the exceptional child rather than to reject his presence in the classroom because he is different."

Jack W. Birch, Ph.D Professor; School of Education; University of Pittsburgh

MAINSTREAMING

"Under suitable conditions, education within the mainstream can provide the optimal opportunity for many exceptional children. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunities for them in mainstream settings . . . Children should spend only as much time outside regular classroom settings as is necessary to control learning variables that are critical to the achievement of specified learning goals."

The Council for Exceptional Children; Annual convention, Dallas, Texas, 1973

"The Special Education Division believes that mainstreaming can best be described as the provision of a continuum of service options which allow for effective special education programming as well as proximity to general education programs. The degree of an individual student's involvement in either general or special education is based on the individual's needs."

State of Iowa Department of Public Instruction, Special Education Division; POSITION STATEMENT ON MAINSTREAMING; February, 1974

"The 'mainstreaming concept' is educating most children in regular classrooms and providing special education on the basis of learning needs, rather than a category of a handicap. Children with learning needs can receive help from special education teachers without being labelled or segregated from peer associations. Mainstreaming will bring about an amalgamation of regular and special education to provide a range of services for all children according to learning needs. Under the mainstreaming system, special education will be a resource for the entire school population and not an isolated body of skills and knowledge adjusted to a minute population."

Department of Special Education University of Illinois at Urbana-Champaign; 1974; ADMINISTRATIVE AND LEGAL ASPECTS OF THE MAINSTREAMING ISSUE IN SPECIAL EDUCATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Department of Special Education
1005 West Nevada
Urbana, Illinois 61801

REASONS FOR MAINSTREAMING

Simply stated, mainstreaming is providing high-quality special education to exceptional children while they remain in regular grades for as much of the day as possible. The pressures toward mainstreaming, currently, spring from a complex group of motives of which at least 11 can be identified.

1. The capability to deliver special education anywhere has improved.

   Much of the instructional appartus of special educators has been made more mobile and less complex during the past 25 years. Standardized, mass produced, and packaged instructional materials are now available and they make for easier access and application. The number of self-instructional devices especially has grown in variety and applicability to children from preschool through high school. In addition, a number of instructional approaches have been organized into systems which teachers can study and learn to use on their own or through inservice sessions; attending specialized courses on college campuses is not required. As a result, special education program directors have begun to apply the new approaches and materials to exceptional children in regular class settings in recent years with encouraging results.

2. Parental concerns are being expressed more directly and forcefully.

   Many parents never wanted their children to be placed in special classes and schools. They acceded to such placements only because they wanted their children to receive appropriate education and they knew of no possible alternatives. But their desire for the social benefits of educating all children together persisted. As parents learned that educators now know how to bring high-quality special education to large numbers of exceptional children in regular classes, their demand that the knowledge be applied has spread like wildfire.

3. The rejection of the labeling of children is growing.

   The belief has grown that if a child is called retarded, disturbed, delinquent, slow or handicapped, the label will influence the way in which he is treated by people around him and the way he perceives himself. For a long time, labels with negative implications have been associated with special education. The grouping of labeled children in schools or classes that are identified as "special" seems to mark the child as being different in an undesirable way. Thus, it is argued, making special education an integral part of classes for all children minimizes the need for labeling and cancels many of its undesirable effects on children.

4. Court actions have accelerated changes in special education procedures.

   Some parents, notably those of mentally retarded children, found that severely and profoundly retarded children were being kept out of school entirely on the basis of state regulations which were applied with the force of law. The same restrictions were applied to many retarded children in the more educable range

of learning ability also. Consequently, the parents brought their complaint into court.** The resulting consent agreement affirmed the right to full and free education for all children regardless of handicap. Moreover, the court followed the recommendations of special education leaders who testified that the most desirable setting for special education is the regular classroom, if it can be arranged. Thus an added stimulus for mainstreaming appeared from a most prestigious source-expert testimony accepted by the courts.

5. The fairness and accuracy of phychological testing has been questioned.

   The validity of group and individual tests of intelligence and achievement has been challenged by many voices and particularly by the spokespersons for minority groups. Court actions and civil rights disputes have heightened the suspicion that such tests are unfair to children reared in cultural settings significantly different from those of the middle - and upper-class members of the dominant culture. Additional key reasons cited for the tests' lack of validity are the failure to include minority children in the test standardization groups and the application of the tests to minority children by majority persons. Since children have been placed in special education classes and special schools as a result of low test scores, the appropriateness of the placements has been brought into question.

6. Too many children were classified psychometrically as mentally retarded.

   Even before questions were raised in the courts about the accuracy of group and individual tests of learning capacity and achievement, a number of large-city school officials recognized that in their systems the number of children being classified as mentally retarded was three to four times greater, proportionately, than the national estimates. Whatever the reason for the discrepancy, it was clearly not feasible for such a large segment of a city's school population to be given negatively loaded labels and to be separated from their peers. One alternative was to make adaptations in the regular curriculum, adaptations that would build on the pupils' strengths and correct the deficiencies that led to low scores on the standardized tests of intelligence and achievement. This alternative became the underlying premise of the compensatory education movement in many urban and rural centers of economic depression. It was also a straw in the wind blowing toward what is now called mainstreaming.

7. Civil rights actions against segregation uncovered questionable special education placement practices.

   Some school districts came under fire for allegedly violating children's civil rights by placing them in special classes which were operated as segregated school facilities. Segregation could be charged, for instance, if special education classes in a school contained significantly greater proportions of American-Oriental, Black, Mexican-American, or Indian children than the rest of the school population. Faced with the necessity

**In the U.S. District Court for the Eastern District of Pennsylvania. Penn. Assoc. for Retarded Children, Nancy Beth Bowman, et al. Plaintiff v. Commonwealth of Penn., David H. Kurtzman, et al. Defendants. Civil Action No. 71-42. Amended Consent Agreement 14 February 1972.

of readjusting special education classes to balance minority enrollments, some districts resolved the problem by moving exceptional children into regular classes on the basis of parental requests. Not surprisingly, regular class teachers appealed to principals and supervisors for help and hence the special education teachers who had been freed by classsize reductions were assigned to serve as consultants to the beleaguered teachers. In many cases, former special class children not only perfomed satisfactorily in the regular grades but a few blossomed academically. Taking courage from the products of adversity, some school districts deliberately chose to move toward the greater inclusion of exceptional children in regular grades for some or all of their education.

8. Non-handicapped children are deprived if they are not allowed to associate with handicapped children.

   Certain educators have argued that children without handicaps are deprived of important experiences if they are separated from their handicapped agemates in school. The same point has been made by some parents of both handicapped and non-handicapped children. Understanding, helpfulness, satisfaction of curiosity, overcoming of handicaps, acceptance of differences--these are a few of the concepts and feelings which can be developed among normal children through constructively managed interactions in school with the exceptional children who are their classmates. The success that ensued when crippled and blind pupils were included in regular schools, largely on the basis of this motive, encouraged attempts to mainstream other handicapped students.

9. The effectiveness of conventional special education was questioned.

   The actual educational effectiveness of separate special schools and classes was equivocal. Comparative research rarely showed clear-cut academic or social advantages for handicapped children in special classes as opposed to other handicapped children who remained in regular classes and received no special help. Ambiguities are acknowledged in the results because of the way such comparative investigations have been conducted. Nevertheless, many educators interpret the studies as strongly suggesting that substantial numbers of handicapped boys and girls have achieved as well in regular classes as they might have in self-contained special education classes.

10. Financial considerations foster mainstreaming.

    In recent years, some states have made it equally or more feasible economically for local school districts to mingle exceptional children and others while still providing the special education to the children who need it. This approach reverses past policy in which school districts were rewarded for establishing separate special classes and schools. Nationally, costs have increased noticeably for building construction and maintenance, instructional equipment, materials, transportation, and auxiliary services such as cafeterias. Any move like mainstreaming that offers the possibility of the multiple use of school facilities is welcomed by budget-minded officials because of the reduction in unit use costs and in the capital costs of duplicate facilities. The possibility of savings is especially appreciated because the actual dollar value of separate, conventional, special education has been difficult to demonstrate conclusively.

11. American philosophical foundations encourage diversity in the same educational setting.

Mainstreaming implements our philosophy of education. It is expected that the educational opportunities provided for American children and youth will

> ...allow for the meaningful inclusion and appreciation of ethnic, racial, sexual, physical and ability variations without judgments about which course or method of study is more desirable. Individual differences are not to be viewed as deviations from the norm but as the basis on which the content and methods of a school's curriculum are to be built (Christoplos, 1973, p. 569).

Although no one of the 11 listed elements is probably solely responsible for change in any one school system, taken together in various combinations and weights they have motivated a discernable and growing trend toward the integration of special education and regular classes.

The principle of educating handicapped pupils in local schools along with their brothers and sisters and the rest of the neighborhood youngsters is neither new nor revolutionary. Nor is the idea of individualizing teaching for all pupils. Until recently, however, both mainstreaming and individualizing were considered to be concepts which were desirable but not readily attainable for very many exceptional children. As this report indicates, the gap between the wish and the fact has begun to shrink. A number of school systems are proving that special education of excellent quality can be arranged for exceptional children in their neighborhood schools in regular class groupings.

REFERENCE

Christoplos, F. Keeping exceptional children in regular classes. Exceptional Children, April 1973, 569-572.

SUPPORTING THE SPECIAL EDUCATION TEACHER
A Guideline For The School Principal

Due to the passage of Federal Law 94-142 there is no question that children must be provided an education program which is in the least restricted environment. In part, this will require that special education children be mainstreamed. The most important person in the implementation of a mainstreamed program is the school principal, because he is in a position to provide the needed administrative support to insure success. Accordingly, the following suggestions have been developed to assist the principal in establishing a program for mainstreaming special education students:

1.0 The principal needs to become aware of the characteristics of mildly handicapped children:

If a principal is to become effective in a direct or supportive role relating to the educational program for mildly handicapped children, he/she must be aware of the characteristics and educational needs of these children. In addition, the principal must be cognizant of the implications of their enrollment into regular classrooms. A principal who does not understand the educational implications of children being mainstreamed can expect a low probability of success beyond the simplistic physical re-arrangement.

2.0 The classroom teachers must become aware of the characteristics of mildly handicapped children:

If the classroom teachers are to provide an effective educational program which will meet the educational, as well as social and emotional needs of these youngsters, they must also be aware of the characteristics and educational needs of mildly handicapped children. In addition, they must be aware of the implications of enrolling these students in their classroom so that they can adequately prepare a program that meets all youngsters' needs.

3.0 The principal should provide sources of additional information on educating exceptional children to the faculty:

The principal can provide the teachers with the appropriate literature pertaining to educating exceptional children. In addition, he can gather information and disperse it to his staff regarding course work that is offered in the area, or special seminars pertaining to educating exceptional youngsters.

4.0 Special educators should be utilized as support personnel by the principal:

A child who is in a mainstream program will spend a portion of each day with the special educator for direct service. The special education teacher can provide to the regular classroom teacher valuable information pertaining to curriculum, programming, and methods of working with exceptional children. This could be accomplished through inservice programs taught by the professional educator or on a one-to-one basis.

5.0 The principal should be aware of common mainstream tactics:

There are various methods of mainstreaming, and the principal needs to utilize the method which best meets the particular needs of the youngster as well as the school. Some of these methods of mainstreaming children are: The itinerant model, the consultant model, the resource room model, and the part-time special class plan. The exceptional child can receive support from both the regular classroom teacher and the special teacher who jointly have the responsibility for that child's educational program. Another approach that is being utilized in some schools is the hiring of paraprofessionals to work with the exceptional child within the regular classroom. Ideally, each of these paraprofessionals would have some training at a local junior or community college.

6.0 The principal should utilize all supportive personnel available within the school:

There are many personnel available throughout the school system who could be utilized to facilitate mainstreaming. These personnel include the school psychologist, the school counselor, the school social worker, the school nurse, the speech therapist, the reading specialist, and the various curriculum consultants and supervisors. The principal should be aware of these various personnel and utilize their expertise throughout the course of the school year to help insure a successful mainstream program.

7.0 Community resources should be utilized by the principal:

The community may have a wide range of resources available. Locally, many organizations such as professional clubs, social and civic organizations, local colleges, parent groups, local businesses, churches, community recreation facilities, as well as local professionals interested in exceptional children can all be of assistance to the school principal. In addition to local agencies, information can be gained by the principal, teachers and parents from governmental and non-governmental agencies throughout the United States.

8.0 The principal should provide the classroom teacher additional funds to purchase special materials for the exceptional youngsters:

While exceptional children may be able to learn and behave successfully with children in a regular classroom, they may need special materials to do so. What type of materials and the amount would depend upon the curriculum and the individual needs of each of the youngsters.

9.0 Teachers should be encouraged by the school principal to educate the normal children about handicaps:

If mainstreaming is to succeed, peer acceptance is crucial. The principal should provide the classroom teachers adequate information that they can use to educate their children about handicaps. Children need to learn to accept handicapped children regardless of whether their handicaps are mental, emotional, or physical. Children can learn this through proper education; and, incidentally, starting at the kindergarten level is not too young. As the mainstream program continues throughout the years and more and more handicapped children are attending regular classrooms, the necessity for educating regular youngsters about handicaps should decrease.

10.0 The exceptional children will need the support that can be provided by the principal:

Help for exceptional children with their interpersonal relationships is often very crucial. The exceptional child must not only cope with his disability, but also with the negative and hostile attitude of peers. Negative attitudes are crucial problems for exceptional children and can be compounded when they are placed in a mainstream program. One thing that a principal can do is work with the other children to help them reach a better understanding of the exceptional children and their problems. They can be prepared to accept someone different through formal or informal sessions with the principal.

11.0 The principal should provide support for the faculty:

Not only should the principal provide leadership for mainstreaming, but he/she must also be supportive to the people who must directly carry out the mainstreaming program. The staff must know that the principal is truly in support of their efforts and that success can be expected. The more encouragement that the principal can provide to his/her faculty to work as a team and get the job done, the greater the likelihood that mainstreaming will succeed.

PIC

1977 SPECIAL EDUCATION SHEET

A subsidiary of
CO-ORDINATING COUNCIL
for HANDICAPPED CHILDREN
407 S. Dearborn St. room 1075
Chicago, Ill. 60605 (312) 939-3513

THE LAW AND THE EDUCATION OF HANDICAPPED CHILDREN

The 14th Amendment to the United States Constitution calls for "equal protection of the laws" for all citizens. This means handicapped children are entitled to an education like other children.

The Constitution of Illinois states: "A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities."

The Education for All Handicapped Children Act, (Public Law 94-142) is a new national law which requires a free appropriate public education for all handicapped children in the United States.

A state law passed in 1965 requires all public schools in Illinois to provide special education programs for all handicapped children. This law, popularly known as the Mandatory Special Education Act (HB1407), is part of Article 14 of the Illinois School Code, and went into effect July 1, 1969. All handicapped children 3 to 21 years of age are eligible for special education services under the law.

Another Illinois law, Article 14, Section 7.02 of the School Code, popularly known as the tuition reimbursement law (HB2671), provides up to $2,500 a year tuition for private schools for children too severely handicapped for public school special education programs. This law also became effective in July, 1969, and although only permissive at the time, was made mandatory in 1972. An additional $500 tuition is provided if the private school has a summer program and the local public school district participates in the summer tuition reimbursement program. The summer tuition program, popularly known as HB648, is part of Section 7.02, Article 14 of the School Code. It is permissive legislation, which means school districts are not required to participate.

The State Rules and Regulations to Govern the Administration and Operation of Special Education are the rules written by the Illinois Office of Education which all public school districts must follow to implement all special education legislation and to be in compliance with this legislation.

References used for this FACT SHEET are:

. Education for All Handicapped Children Act (P.L. 94-142)
. The School Code of Illinois, Article 14
. State Rules and Regulations to Govern the Administration and Operation of Special Education (August 23, 1976).

(P.L. 94-142 FEDERAL LEGISLATION

Special education services mandated by federal law for all handicapped children in the United States are explained in the following synopsis of the Education for All Handicapped Children Act. (P.L. 94-142)

The Education for All Handicapped Children Act (P.L. 94-142) is a new national law, signed by President Ford, November 29, 1975, which requires a free, appropriate public education for all handicapped children in the United States.

The new law requires that all handicapped children between the ages 3 to 18 be served by September 1, 1978 - and that all those 3 to 21 be served by September 1, 1980, in order for the states to qualify for federal funds. Special Education Services must be provided at no cost to parents.

The Education for All Handicapped Children Act is an extension of the earlier Education of the Handicapped Act (P.L. 93-380), combining provisions of S6 and HR 7217 which was in effect in 1975.

HANDICAPPED CHILDREN ARE DEFINED AS:

- Mentally Retarded
- Hard of Hearing
- Deaf
- Speech Impaired
- Visually Handicapped
- Seriously Emotionally Disturbed
- Orthopedically Impaired
- Health Impaired
- Children with Specific Learning Disabilities

SPECIAL EDUCATION SERVICES REQUIRED ARE:

- An individualized educational program which will meet the unique needs of the child

- Related services needed by the child. These related services may be:

  -Transportation
  -Speech Pathology and Audiology
  -Psychological Services
  -Physical and Occupational Therapy
  -Recreation
  -Counseling
  -Medical Services for Evaluation and Diagnostic Purposes

The child's special education program must be developed with the participation of parents, teacher, local education agency, and the child himself, whenever appropriate.

MAINSTREAMING

The program developed for the child must assure that - whenever appropriate, handicapped children will be educated with children who are not handicapped. Special classes and separate schooling are provided only when the nature severity of the handicap prevents achievement of a satisfactory education program in a regular class.

AGE REQUIREMENT

The act requires the education of:

- All handicapped children 3 - 18 by September 1, 1978
- All handicapped children 3 - 21 by September 1, 1980

The education of handicapped children 3 to 5 years old and those 18 to 21 is not required in states where this requirement is inconsistent with state law or practice.

PRIORITIES

- First priority is to children not receiving an education
- Second priority is to children with the most severe handicap who are "inadequately served."

IDENTIFICATION OF HANDICAPPED CHILDREN

State and local educational districts must implement practical methods to locate and identify all handicapped children in need of special education and related services.

OTHER REQUIREMENTS OF THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT:

- Non-discriminatory testing and evaluation.
- Regular parent or guardian consultation.
- Annual evaluation of effectiveness of special education program including the child's individualized education program.
- Policies and procedures to make school records available to parents or guardians and protect confidentiality of data and information.
- An effective policy guaranteeing the right of all handicapped children to a free, appropriate public education, at no cost to parents or guardian.
- A surrogate to act for any child when parents or guardians are either unknown or unavailable, or when the child is a legal ward of the state.
- Guarantee of complete due process procedures.
- Maintenance of programs and procedures for comprehensive personnel development including in-service training.
- Incentive grants for the removal of architectural barriers in educational facilities.
- Positive efforts to employ and advance qualified handicapped individuals in special education programs.

ADMINISTRATIVE AND LEGAL ASPECTS OF THE MAINSTREAMING ISSUE IN SPECIAL EDUCATION

Department of Special Education
University of Illinois at Urbana-Champaign
1974

The purpose of this paper is to define administrative and legal aspects of the mainstreaming concept of integration of mildly handicapped children into the regular school environment. Applications of the concept will be described, as well as a delivery system of services for children with special needs. Other related issues and problems with which I will deal are as follows: Those children who are primary targets for integration, reasons for integration or mainstreaming, and key issues involved with the integration process.

The "mainstreaming concept" is educating most children in regular classrooms and providing special education on athe basis of learning needs, rather than a category of a handicap. Children with learning needs can receive help from special education teachers without being labelled or segregated from peer associations. Mainstreaming will bring about an amalgamation of regular and special education to provide a range of services for all children according to learning needs. Under the mainstreaming system, special education will be a resource for the entire school population and not an isolated body of skills and knowledge adjusted to a minute population.

Those children, who are primary targets for integration, are traditionally classified as learning disabled, emotionally disturbed, and socially maladjusted. These children are generally assigned to regular classrooms and receive supplementary supportive services through resource rooms, team teaching, or itinerant teachers. Although some school districts maintain self-contained classes for learning disabled and emotionally disturbed, these children are generally the initial targets for integration. Children, who have been traditionally labelled an "educable mentally retarded," have generally been educated in self-contained classes. However, this is changing and these children are also targets for integration for reasons which will be outlined further in this paper. Those children classified as "trainable mentally handicapped" are placed in self-contained classrooms and are not generally considered for integration into the mainstream of the educational system, because of their limited ability in the academic area and need for self-care skills. I feel that it is safe to say that most special educators believe that self-contained special classrooms are still appropriate for some children, but that this concept has been misused in the past.

The reasons for mainstreaming stem from a complex group of motives mainly derived from legal and moral issues. The following categories are from the book by Birch, 1974.

1. Court actions for the legal and civil rights of the handicapped have accelerated changes in special education procedures.

    a. The use of intelligence testing as placement criteria has been brought before the courts.

        The main argument in the issue of using intelligence tests

for placement has been based on the fact that the intelligence tests in use have been standardized on groups consisting primarily of white middle-class children and are heavily verbal in orientation, thus, discriminating against those from different cultural and/or language backgrounds. The legal basis for all the cases centered around this issue was that this practice violated the individual's right to equal protection as guaranteed by the Fourteenth Amendment; i.e., classification based on "suspect criteria."

The leading cases have been:

Hobson v. Hanson, 1967, Wash., D.C.-Abolition of the school tracking system.

Smuck v. Hobson, 1969 - Abolition of the school tracking system was upheld (Appeals court).

Spangler v. Pasadena Board of Education, 1970, Southern California - Intelligence test usage for placement prohibited.

Diana v. State Board of Education, 1970, Southern California-Five-point agreement: 1) All children were to be tested in their primary language, 2) Children with a primary language other than English were to be tested only with instruments independent of vocabulary, general information and similar cultural-biased verbal questions, 3) Mexican-American and Chinese children presently in educable mentally retarded classes were to be retested in their primary language and re-evaluated on the basis of non-verbal test sections, 4) Special efforts were to be extended to help these students readjust to regular school classes, 5) The state was to immediately undertake revision or development of an appropriate intelligence test for use with culturally-different children.

Covarrabias v. San Diego Unified School District, 1971, California - Cultural bias of intelligence testing for placement of Black & Mexican-American children.

Stewart v. Phillips, 1970, Boston - As above.

Guadalupe Organization v. Tempi School District, 1971, Arizona - As above, Mexican-American and Indian children.

b. Parents have often not been given adequate participation in placement decisions. Procedural safeguards prior to and follow-up placement have been noted. Here the legal basis for argument has been the due process clause in the Fourteenth Amendment which was previously interpreted by the Supreme Court as requiring prior notice to the individual of any adverse action to be taken against him as well as adequate opportunity to contest this action. Moreover, constitutional due process further stipulates the requirement that such consent must be "informed consent."

Pennsylvania Association for Retarded Children v. Commonwealth of Penn., 1971 - Notice and hearing must be accorded any allegedly

mentally retarded child who has been recommended for any fundamental change in educational status.

c. The adequacy of special education programs has been questioned.

1) Exclusion:

Penn. Assoc. for Retarded Children v. Commonwealth of Penn., 1971 - Court ordered that all retarded children between the ages of 6-21 must be provided with public-supported education no later than Sept. 1972.

Mills v. Board of Education of the District of Columbia, 1971 - Court ordered that every school-aged child must be provided free and suitable public-supported education regardless of the degree of the child's mental, physical, or emotional disability and establishment of procedural safeguards.

2) Placement causing irreparable harm:

Brown v. Topeka Board of Education, 1954 - Desegregation ruling; separate facilities and inherently unequal.

Covarrubias v. San Diego Unified School Dist., 1971 - Request for compensatory damages - pending.

2. Rejection of labelling children has grown.

The belief has grown that if a child is labelled retarded, delinquent, slow, disturbed, or handicapped, the label will act as a self-fulfilling prophecy in the manner in which he is treated by those around him and in the way he perceives himself. Thus, if special education is included more into the realm of regular education, the need for labelling will be minimized and hopefully, children will not be stigmatized.

3. The ability to deliver special education services has improved. Standardized, mass produced, and packaged instructional materials make for easier access and application. New approaches to diagnosis and remediation of problems is manageable even in regular classes.

4. Parental concerns are becoming more direct and forceful.

5. Too many children were classified psychometrically as mentally retarded. A number of large-city school officials have recognized that in their districts the number of children classified as mentally retarded was 3 or 4 times greater than national estimates. It was clearly not feasible for large city school populations to be given negatively loaded labels.

6. Non-handicapped children are deprived if not allowed to associate with handicapped children. Understanding, helpfulness, satisfaction of curiosity, acceptance of differences--those are some concepts and feelings which can be developed among normal children if allowed to associate with the handicapped.

7. The effectiveness of conventional special education classes was questioned. Comparative research rarely showed clear-cut academic or social advantages for handicapped children in special classes.

8. Financial considerations foster mainstreaming. Perhaps more children will be able to be served through special education resources.

9. American philosophical foundations encourage diversity within education.

10. The current stress on accountability of programming and methods has resulted in an examination of special educators' diagnostic and remedial procedures.

11. Most educators feel that all children need to become socially and psychologically adjusted to our society. Mainstreaming will help facilitate this adjustment for children with certain problems. Although it has been a widely held belief that mentally retarded children are less well adjusted than nonretarded children and that adjustment of the retarded is better in special classes, rather than regular classes, both assumptions have weak evidence to support them. In regard to research, the effects upon children socially and emotionally who have been integrated currently into regular classes from special classes has been relatively unexplored.

An explicit philosophical orientation seems to be lacking in guiding decisions involving handicapped children. The normalization principle, originally developed in Scandinavia, is defined as "making available to the mentally retarded patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society" (Nirje, 1969, p. 181). Acceptance of the normalization concept of special education programming would allow for children to be mainstreamed in the regular or near normal setting for as long as possible with special education assistance. Programming designs should encourage a continuum of special education services to meet the changing needs of handicapped children. Such a continuum is depicted by Dr. Maynard Reynolds in a "Framework for Considering Some Issues in Special Education." (See next page.) This plan should encourage districts to "return as soon as feasible" most handicapped children to regular classes, providing as near a normal setting as possible.

SCHOOL LAW AND THE MAINSTREAMED CHILD: QUESTIONS AND ANSWERS

by
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May 4, 1977

Mainstreaming is one procedure for placing handicapped children in environments that are most appropriate for meeting the children's educational needs. If these children are to benefit from this experience, then these children should be treated as any other child in the classroom. Therefore, to say that school law has special application for mainstreamed classrooms is incorrect.

An attempt has been made in the following pages to pose and answer questions in regard to laws that relate to classroom practices, rules and regulations, and discipline regardless of whether or not the classroom contains mainstreamed children. Since many court decisions arising from school related litigation, stress that the school's responsibility and liability is in direct relationship to the age, sex, and mental and physical capacity of the student, the implication of these answers to mainstreamed children should be obvious.

We can learn from court decisions the legal position on such things as tort liability, extent of supervision to be provided, acceptable disciplinary measures, etc. From this knowledge we should analyze school policies, rules, practices as to their defensibility in court. However, any modifications should be undertaken because it is in the best interest of all children to do so, not just mainstreamed children. It is in this spirit, that this paper is offered.

INDEX

Question Number	Topic
1	Excluding disruptive children
2	Admission to regular classroom
3	Reason for mainstreaming
4	Role of special ed. teacher to mainstreamed
5	Buckley Amendment
6	Access to student records
7	Access to student records
8	Releasing information from a student record
9	Negligence
10	Teacher absent from a classroom
11	Assumption of risk
12	Educational field trips
13	Parent permit slips
14	Educational field trips
15	Corporal punishment
16	Corporal punishment
17	Corporal punishment
18	Corporal punishment
19	Assault and battery
20	Accidents in the school
21	Punishment and discipline
22	Student suspension
23	Student suspension
24	Keeping students after school
25	Child abuse
26	Child abuse
27	Attractive nuisance
28	Trespass of personal property
29	Locker search
30	Students emptying pockets or purses

1. Question: Is it legal to exclude a child from school because of disruptive behavior?

   Answer: No. Under Illinois statutes, any behavior problem found severe enough to justify the expulsion of a pupil from the regular classroom, is also severe enough to qualify the pupil for special education services. (10-22.6d)

2. Question: Can school officials deny a child admission to a regular classroom on the grounds that the child requires special attention or that such placement would be too expensive?

   Answer: No. Judge Hall, U.S. District Court of West Virginia ruled "School officials must make every effort to include such children within the regular classroom situation even at great expense and inconvenience to the school system."

3. Question: Is "socialization" a legitimate reason for placing special students in regular classrooms?

   Answer: Yes. U.S. District Court of West Virginia found alternative placement of handicapped children able to function adequately in a regular classroom unacceptable and a great disservice to the children.

4. Question: When a student is integrated into a standard educational program from a special education program do the responsibilities of the special education teacher cease?

   Answer: No. Article 4.05 of the Rules and Regulations to Govern the Administration and Operation of Special Education states, "When a student is integrated into a standard educational program from a special program, the special teacher of that student shall be responsible for intensive coordination with the standard program teacher."

5. Question: In what way does the Family Educational Rights & Privacy Act of 1974 apply to parents of special education students?

   Answer: The famous "Buckley Amendment" provides parents with access to all information in their child's educational records and an opportunity for a hearing to challenge "any such inaccurate, misleading, or otherwise inappropriate data contained therein." This has had no effect - for parents always saw their student's records in special education.

6. Question: According to the rules of the Buckley Amendment, may school personnel refuse a parent access to a student's record until someone is available to interpret that record?

   Answer: Seemingly yes. The question will not be definitively answered until either a court case is decided or the rules clarified. Expert opinion however holds that school personnel may - up to 30 days - delay parent access to files until someone is available to interpret that record.

7. Question: If a parent objects to something in the student record, can the parent demand that information be stricken from the record?

   Answer: No. The parent does have the right to write a rebuttal and have it inserted in the child's record.

8. Question: What does the Buckley Amendment say about releasing information from a student's record?

   Answer: Basically, the Amendment states that no information can be released from a student's record without the written consent of the parent.
   Exception #1: Information can be released to those who "have a right to know" e.g. classroom teachers, counselors, other educational institutions to which the child has applied.
   Exception #2: The records have been subpoened by a court order.

9. Question: What is negligence?

   Answer: Negligent conduct in its simplist definition is that conduct in which a reasonably careful person would not engage. Negligence may involve doing something that a reasonably prudent person would not do under the circumstances. Circumstances play a crucial role in the determination of negligence. Public school personnel have a definite legal duty to the pupils in their schools, the duty of protecting them from reasonably foreseeable risk of harm.

10. Question: Does a teacher's absence from a classroom constitute a basis for the teacher's liability should an accident occur?

    Answer: Not necessarily. The courts have not held that the mere absence of a teacher from a room is a basis for liability. One test is whether the presence of the teacher in the room would have been likely to prevent the accident which occured in his absence. Also, the length of the teacher's absence can be a critical factor.

    Another test is whether under all the circumstances the possibility of injury while the teacher is absent is reasonably foreseeable.

    Courts have also held that the age and mental capacity of the students left by the teacher must be considered in determining liability. Obviously, some mainstreamed children would be considered here. The teacher must use prudence before leaving classes unsupervised.

11. Question: Are there some activities in schools that are inherently dangerous and would increase the teacher's supervisory responsibilities?

    Answer: Yes and no. Some activities fall under the concept of "assumption of risk". In these activities some danger is inherent and the child assumes that risk. However, the question of proper instruction is particularly important. The child does not assume improper or no instruction nor does he assume equipment to be inferior or faulty.

    With all children and especially certain handicapped children, it is important that they understand the instruction, the rules and the safety procedures.

    In physical education, mismatching of participants can negate the "assumption of risk concept".

12. Question: Do educational field trips require special supervisory precautions?

    Answer: Yes. Special supervisory precautions must be taken because children are taken into unfamiliar places. The extent of this precaution varies with the age, and mental and physical capacities of the students. In addition, the extent of the precaution varies directly with the foreseeable dangers of the place visited.

13. Question: Does a parent permit slip release school personnel of liability while on an educational trip?

    Answer: No. A parent cannot give a teacher the right to be negligent in supervising his child. If the teacher is negligent, he will probably be held liable should an accident occur, even though a parent has signed a paper releasing the school of all responsibility.

14. Question: Is the teacher's supervisory responsibility the same on all types of field trips?

    Answer: No. The responsibility varies. If the teacher and the students are invited by an institution to tour the facility, the supervisory responsibility of the teacher is less than if the teacher and students are given license to visit the institution.

15. Question: What does Illinois School Code say about corporal punishment?

    Answer: Nothing. The code says that teachers and administrators may use whatever measures necessary to enforce discipline. However, individual school boards may pass a policy prohibiting the use of corporal punishment.

16. Question: If a school district allows corporal punishment, can the parent insist it not be given to his child?

    Answer: Yes. A memorandum from the Illinois Office of Education states that in districts that permit corporal punishment, a parent may submit to the general superintendent of that district a written request that corporal punishment not be administered to his child. In which case, it cannot then be administered.

17. Question: Are there guidelines that schools must follow in administering corporal punishment?

    Answer: Yes. The Illinois Office of Education has issued the following guidelines for administering corporal punishment:

    1. The child must know in advance that certain behaviors can result in corporal punishment;
    2. The punishment must be administered in the presence of an adult witness and that witness must be told in front of the student the reason for the punishment;
    3. Corporal punishment must not be the first line of discipline;
    4. If so requested, the parent of the child must be informed as to the nature of the offense, the specific rule or regulation violated, and the name of the witness.

18. Question: Should corporal punishment be administered?

Answer: This is a philosophical question and is beyond the scope of this paper.

19. Question: Can a teacher or administrator who administers corporal punishment be sued for assault and battery?

Answer: Yes. However, damages generally are not awarded unless the punishment was actuated by malice or inflicted in a wilful and wanton manner. If the teacher did not intend to injure or did not administer the punishment with a reckless disregard of consequences, he generally will not be held liable. The common law is to the effect that corporal punishment reasonable under the circumstances does not constitute assault and battery.

20. Question: Does liability accompany most accidents that occur in schools?

Answer: No. Most injuries which are suffered derive from what the law calls unavoidable or pure accidents, that is, accidents for which no legal fault lies.

21. Question: Have the courts spoken to punishment of students generally?

Answer: Yes. The punishment must be in proportion to the gravity of the offense. It must be reasonable defensible in terms of its purpose, to deter improper conduct. Also crucial to the legality of a penalty is the ability of the child to bear it. Thus, age, sex, size and mental, emotional and physical condition of the child are to be considered. Punishment must not be meted in such manner as to be considered cruel or excessive.

22. Question: May a student be suspended from school for ten days or less without a hearing?

Answer: Not in Illinois. The school code prescribes that a hearing officer shall be appointed and a hearing held if requested even in suspension cases of less than ten days.

23. Question: What steps must school personnel take before suspending a malcitrant student who may be suffering from mental illness?

Answer: The Department of Mental Health shall be invited to send a representative to consult with the board at their meeting whenever there is evidence that mental illness may be the cause for expulsion or suspension.

24. Question: May teachers retain students after school as a discipline measure?

Answer: Yes. But only if parents have been notified and safe transportation is assured the child. In addition, the school personnel would want to insure that the parent picks up the child or that an adult is home to receive the child upon his dismissal from school.

25. Question: Must school personnel report instances of known or suspected child abuse?

    Answer: Yes. The Abused Child Act of Illinois specifically states that school personnel having reasonable cause to believe that any child with whom they have direct contact has suffered injury or disability from physical abuse, or neglect inflicted upon him or shows evidence of malnutrition shall promptly report or cause reports to be made in accordance with the act.

26. Question: If a teacher reports a parent for child abuse, and investigation finds the report unfounded, may the teacher be sued?

    Answer: No. The Abused Child Act states "anyone participating in the making of a report pursuant to this Act or participating in a judicial proceeding resulting therefrom prima facie shall be presumed to be acting in good faith and in so doing shall be immune from any liability civil or criminal, that otherwise might be incurred or imposed.

27. Question: What is an "attractive nuisance"?

    Answer: "Attractive nuisance" is a classroom or teaching station condition that poses a threat - is potentially dangerous, yet is ao appealing as to attract students e.g. open trampoline, swimming pool, unlocked chemicals, machinery, etc.

    School personnel must take reasonable precautionary measures to protect students from themselves where attractive nuisances exist. What may not be an attractive nuisance in a classroom of average students may very well have greater appeal to the mainstreamed child who would not be aware of the danger possibilities.

28. Question: What is "trespass of personal property"?

    Answer: If a teacher or other school person destroys the personal property of a student, he could be liable for trespass of personal property. Property may be taken from a student but must be returned at a later date to either the child and/or his parent.

29. Question: May school personnel search lockers?

    Answer: Yes. The courts tend to uphold the idea that schools retain ownership of lockers, even if rented to the student and can therefore search them if probable cause exists. However, while school disciplinary measures can be enforced from items found through such searches, that evidence would be inadmissable in court, unless a search warrant was issued.

30. Question: May school personnel demand that a student empty his pockets or purse if there is reasonable cause warranting such action?

    Answer: Yes. But here again, because of the teacher/administrator-student relationship, duress probably exists. Therefore, any evidence so uncovered would be inadmissable in court.

TYPE OF HANDICAP: Learning Disabilities

A Learning Disability refers to a retardation disorder or delayed development in one or more processes of speech, language, reading, writing, arithmetic, or other school subjects resulting from a psychological handicap caused by a possible Cerebral disfunction and/or emotional or behavioral disturbances. It is not the result of mental retardation, sensory depreviation, cultural, or instructional factors. The above is widely accepted and found in many references as a definition of Learning Disabilities (Dr. Samuel A. Kirk and Barbara Bateman). The term Learning Disabilities began appearing with regularity in the early 1960's largely as a substitute for the term Brain Injuried or Minimal Brain Disfunction.

General Characteristics:

Three common commonalities among children with learning disabilities as reported by Jean McCarthy are as follows:

1. All are "retarded" or "disordered" in school subjects, speech or language, and/or manifest behavior problems. The term "retarded" and "disordered" refers to a suggested discrepancy between the child's expected performance and his actual performance.

2. None are assignable to major categories of exceptionalities such as retardation or deafness.

3. All have some presumed neurological basis whether manifested ability or disabilities. The 10 most frequently set of characteristics in such children are:

    1. Hyperactivity
    2. Perceptual Motor Impairments
    3. Emotional Lability
    4. General Orientation defects
    5. Disorders of the attention(such as short attention span, distractability)
    6. Impulsivity
    7. Disorders of memory and thinking
    8. Specific learning disabilities in reading, arithmetic, writing and spelling
    9. Disorders of speech and hearing
    10. Equivocal neurological signs electroencephalographic irregularities

Identification Procedures/Elligibility:

Diagnosis of the child with learning disabilities must not only distingush the child with learning disabilities from that child with a categoric disability such as mental retardation or deafness, but it must suggest a course of action for the education of the child even through the etiology may not be known.

The determination of eligibility and identification procedures usually begin with a case study or a differential diagnosis. Another more commonly used term is diagnostic evaluation. The Diagnostic evaluation must include:

1. A medical evaluation including history, developmental details, and family-social sections. In order to preclude any categorical disabilities such as hearing loss or visual acuity problem, medical screenings are imperative. In some cases where organic symptoms such as seizure like activities are prevalent, a neurological examination may be indicated.

2. A behavioral assessment including academic history, a physchological evaluation and language evaluation are included in the diagnostic evaluation.

The three areas of major concern in the psychological evaluation are intellectual, visual motor-perceptual, and personality functioning. In general, an individualized, standardized intelligence measurement is used such as the Stanford Binét or W. I. S. C. Typically, children with learning disabilities range between lower average to average in intelligence. This distinguishes them from the mentally retarded and forms the basis for measuring learning disabilities. There is a discrepancy between the mental age obtained on the intelligence and the grade achievement scores in school. However, it is important to be able to correctly interpret the data on the subtest items of the intelligence test which is an indication of both further avenues of testing necessary and procedures for remediation. The children with learning disabilities characteristically do poor in visual motor and memory tasks on the intelligence tests. Personality testing is usually indicated to make a distinction between the impulsive and disinhibited behavior exhibited by children with learning disabilities and the acting out agressive behavior exhibited by children with behavior problems or emotional disturbances.

In addition the ability to communicate and think known as the linguistic ability is often affected by children with learning disabilities. The areas of expressive and receptive language are perhaps the most sensitive indicators of children with learning disabilities.

As part of the diagnostic evaluation and educational evaluation utilizing assessments of schools levels and academic skills is necessary from the interpretation of the results of the diagnostic evaluation as well as the input from the members of the case study staffing determination for a plan of remediation is made. General practice is thought to be the utilization of the child's strength for teaching while remediating the areas of weakness.

POSITIVE ASPECTS OF MAINSTREAMING:

Often children with learning disabilities of a lesser degree are the ones more often included in mainstream programs. An over simplified discription of a child with a learning disability would be that he looks, acts as all other children however, his ability to preform in certain school related activities is significantly below the average level of his chronological classmates, and may also have emotional overtones significant enough for many of the children with a learning disability. These are to be mainstreamed providing there are alternative resource. Mainstreaming provides the least restrictive alternative, most academic and social development. There are generally areas at

which the child with learning disabilities is functioning at or near grade level. Mainstreaming provides maximal equal opportunities for education of students who have less than severe problems.

PROBLEMS OF MAINSTREAMING:

Lack of supportive services necessary to support a child's significant learning problem within the mainstream program. Scheduling problems with the mainstream and supportive staff to service all youngsters assigned to them. Attitude of administrative and teaching staff which may not be positive due to many factors including large class sizes, over loaded responsibilities, and insecurity in dealing with children with learning disabilities. Acceptance of children with learning disabilities by peer groups. Insufficient supplies, materials, and equipment to provide individualized help to children with learning disabilities.

EDUCABLE MENTALLY HANDICAPPED

1.0 Identification procedures

1.1 To place any student whose intellectual development, mental capacity and academic achievement are markedly delayed in a special education instructional program the State of Illinois requires a comprehensive case study (see 9.09-3 in Rules & Regulations).

1.2 In S.E.D.O.L. the case study is developed by a certified school psychologist.

2.0 Eligibility

2.1 Eligibility is determined in a multi-disciplinary staffing considering the following: I.Q. range 50 to 80 for E.M.H. placement; the adaptive behavior; the cultural and environmental background; and present educational functioning.

3.0 General characteristics of the E.M.H. child

3.1 Physical characteristics

3.11 In height, weight and motor coordination most E.M.H. students approximate normal children.

3.12 Those with organic causes, such as brain damage, are often physically inferior to normal children.

3.2 Intellectual characteristics

3.21 I.Q. range from 50 to 80 on verbal and non-verbal intelligence tests.

3.22 Low in auditory and visual memory, language ability, generalization ability, conceptual and perceptual abilities, imagination and creative abilities.

3.23 Does not begin to acquire academic skills until about 8 years old.

3.24 Progress in school about one half to three fourths the rate of average child.

3.3 Personal and Social Characteristics

3.31 Short attention span and lack of concentration.

3.32 Low frustration tolerance.

3.33 Play interests correspond more closely to children of his mental age rather than chronological age.

3.34 Frequently exhibit more behavior problems.

3.35 Frequently have problems in interpersonal relationships.

3.36 Employment is generally in unskilled or semi-skilled occupational tasks.

4.0 Positive aspects of mainstreaming:

4.1 Provides models for increased academic and social development for the mildly handicapped student.

4.2 Determines the educational needs of the student as opposed to diagnostic labels.

4.3 Creates alternatives to help regular teachers serve children with learning and/or adjustment problems, such as consulting teachers, resource teachers, methods and materials specialists.

4.4 Enables student to establish identity with the school and class which increases the student's self-concept.

4.5 Provides equal educational opportunities for students who can benefit from mainstreaming.

5.0 Problems of mainstreaming:

5.1 Lack of supportive services.

5.2 Attitude of community, administrative personnel and teaching staff.

5.3 Not all students benefit from mainstreaming. Students to be mainstreamed must be decided on an individual basis considering the social, emotional and academic development.

5.4 Class size needs to be kept low to assure individualization of instruction.

5.5 Administrators and teachers not knowledgeable concerning characteristics of mildly handicapped students.

5.6 Scheduling problems.

5.7 Grading problems.

5.8 Acceptance of handicapped student by other students.

5.9 Adequate funding for appropriate materials and supplies.

5.10 Establishing mainstream procedures and staff-development programs.

EDUCATIONALLY HANDICAPPED

1.0 Identification Procedures

1.1 To place any student who exhibits educational maladjustment related to social or cultural circumstances in a special education instructional program the state of Illinois requires a comprehensive case study (see 9.09-3 in Rules & Regulations.)

1.2 In S.E.D.O.L. the case study is developed by a certified school psychologist.

2.0 Eligibility

2.1 Eligibility is determined in a multi-disciplinary staffing

2.2 Student is exhibiting developmental delays in school related tasks or is significantly below grade level in academic functioning.

2.3 The verbal score on the W.I.S.C. will be depressed due to cultural and/or environmental circumstances.

3.0 General characteristics

3.1 Physical characteristics

3.11 Generally does not differ from the normal.
3.12 If the student comes from a substandard home, health problems may cause physical problems

3.2 Intellectual characteristics

3.21 I.Q. range may indicate a "slow learner" in young children and will be in the E.M.H. range as the student gets older

3.22 Low in general information, concept development, vocabulary and language development.

3.23 May exhibit lack of training in auditory or visual perception abilities.

3.24 Has difficulty learning to read.

3.3 Personal and Social Characteristics

3.31 Low frustration tolerance
3.32 Can relate on a social level with his peers.
3.33 Values and attitudes reflect the homes and associates.
3.34 Exhibits more behavior problems and may become a delinquent.
3.35 Dislikes school and has a poor self-concept.
3.36 Lack of stimulation from the home.
3.37 Generally are very "street-wise".
3.38 Resents authority figures.

4.0 Positive aspects of mainstreaming

4.1 Provides models for increased academic and social development.

4.2 Determines the educational needs of the student as opposed to diagnostic labels.

4.3 Creates alternatives to help regular teachers serve children with learning and/or adjustment problems, such as consulting teachers, methods and materials specialists and resource teachers.

4.4 Increases the student's self-concept by avoiding special class placement.

4.5 Provides equal educational and social opportunities.

4.6 Prevents mis-labeling of students.

4.7 Enables student to participate in extra-curricular activities of the school

5.0 Problems of mainstreaming

5.1 Lack of supportive services.

5.2 Reduced class size to provide for individualization of instruction.

5.3 Social and behavior problems.

5.4 Grading problems.

5.5 Adequate funding for appropriate materials and supplies.

5.6 Attitude of the administrative staff and teaching personnel.

BEHAVIOR DISORDERS

I Criteria for Evaluating the Behavior Disorder Child.

1. Intensity of Behavior
2. Duration of Behavior
3. Frequency of Behavior
4. Appropriate for age- Peer Group.
   A. Very important for high school student.
      - due to natural anti-social movement in Peer group.
   B. Major indicator for upper intermediate level.

- IMPORTANT: The general Behaviors listed below can also be in children with Physical Problems as well.

II Characteristics of the Emotionally Disturbed.

1. Minor Personality Dysfunction

   Anxious
   Self Esteem Poor
   No Self Confidence
   Seems afraid in new situations
   Hard to get started
   Trouble accepting responsibility
   Mood changes
   Change in physical appearance (drastic)

2. Personality Disorder

   Passive - Aggressive - JD
   Body Elimination
   School Phobia - JD
   Poor Interpersonal Relationships - JD
   Argumentative - JD
   Withdrawn - JD
   Anti-Social - JD
      A. Fighting
      B. Deviant
      C. Destructive
   Depressed - JD
   Will not give in - JD
   Trouble seeing right & wrong
   Facial Expressions
   Avoidance of situations

3. Neurosis

Withdrawn
Inflexible
Ridgid in Behavior
Severely afraid of anything
Compulsive
Always anxious
Always right
Avoidance - Consistently
Depression
Phobic - Irrational Fears
Obsessive

4. Psychosis

No eye contact
Disoriented thoughts
Very suspicious
Time relationship poor - not there
Cannot interpret reality
Reality contact poor
Talks to self
Fantasizes
Play world becomes part of reality
Dosen't communicate

5. Autism 1A

Self stimulating behavior
Rocks
Bangs body
No communication
Non-verbal
Little contact
With people

(Seems as if contact with reality is not there)

6. Autism 2A

Withdrawn - same as 1A but no destructive banging
No response to outside stimuli
Hard to control

III Characteristics of the Socially Maladjusted

1. Socially maladjusted with emotional over lay

Anti-social - Peers & Adults
Trouble conceptualizing behavior
Trouble with law - neighborhood - school
Very defensive
Blames everyone but self
Smart mouth
Always angry at parents
Plus - many of the items in Personality Disorder
items marked with JD.

2. Socially maladjusted - Not necessarily disturbed

Antisocial
Sees problems correctly
Trouble with law - school
Needs peer reinforcement
Not too defensive
Smart mouth
Defense system is usually - "I don't care", or destruction
Parents not usually scapegoated for behavior

IV Positive Aspects of Mainstreaming

1. Is a sign to the student that he is succeeding.
2. It makes teachers more aware of children with special needs and that they're not that much different.
3. It encourages peer acceptance of students with special needs.
4. It provides more normal models for the Behavior Disorder student.

V Problems in Maimstreaming

1. Teacher's attitude:
   need to give
   fear
   not trained to handle student with behavior problems
2. Child is ambivalent - unsure of himself - and therefore programed to fail.
3. Disruption to class and school when the child does have problems.

TYPE OF HANDICAP:

Physical (along with this many children have brain damage which could manifest itself in learning, visual, auditory and/or speech impairments).

IDENTIFICATION PROCEDURES/ELIGIBILITY:

All children enrolled in the Physically Handicapped Program have a Doctor's order that the child needs a specialized program. Children may be assigned to the Physically Handicapped Program because of their impairment and need for small classes, multiple supportive services, or because the mainstream school cannot accommodate them due to architectural problems or toileting difficulties.

TYPES OF HANDICAPPING CONDITIONS:

Cerebral Palsy:

Cerebral means "brain" and palsy means "a weakness, paralysis, or lack of control of muscles". Cerebral palsy is a condition resulting from damage to the motor control centers of the brain. Sometimes the cerebral palsied child exhibits a lack of control or weakness of body movements. Different parts of the brain have specific functions in the control and organization of movements and speech. Therefore, the actual site of the lesion determines the type of disability which results.

Spina Bifida:

Spina bifida results from failure of the vertebrael canal to close normally. This failure is caused by a defect in the development of the vertebrae. In some cases there is a sac-like protrusion on the back where there is a protrusion of the contents of the spinal canal. One or more of the following conditions may be present: varying stages of paralysis of lower legs, lack of control of bladder and bowel, loss of sensation, hydrocephalus (enlargement of the head).

Cardiac Disease:

Cardiac is a term pertaining to the heart. Cardiac disease, or mal-functions of the heart, may be grouped into categories. The three main categories of cardiac disease are:

1. Rheumatic
2. Congenital
3. Miscellaneous

Muscular Dystrophy:

Muscular dystrophy is a general term for a group of chronic, non-contagious, progressive diseases characterized by weakness and progressive degeneration of the skeletal or voluntary musculature. The cause is unknown but shows a strong hereditary trend and may occur in several members of a family.

Arthritis:

Arthritis is primarily a disease of the joints. Usually long lasting, it is apt to flare up and subside unpredictably. It commonly attacks the connective tissues of the joints, often causing inflammation, swelling, pain, deformity, and crippling of the fingers, hands, arms, shoulders, legs, feet, toes, or spine. Some forms of arthritis result in fever, general weakness, and loss of weight.

Legg Perthes:

This a disease of the "top" of the femur, which is the thigh bone located between the hip and knee. The head of the femur is ordinarily rounded and fits smoothly into the hip socket. However, in this disease, there is a flattening of the rounded head which contains a growth part of the bone. It occurs in children between three and twelve years of age and is found more commonly in boys than in girls. Limping and pain are the first signs of the problem. X-rays give the specific diagnosis. In order to bring about the repair, it is essential that there is no weight bearing through the hip joint on the affected leg. This may be accomplished by bed rest, traction, use of crutches, a sling on the affected leg holding the knee bent and off the ground, or several types of braces which force the body weight to be born on a part other than the affected hip joint. When the damage has been eliminated, recovery is usually very good.

Cystic Fibrosis (C/F):

Cystic Fibrosis is a disorder which affects the glands of external secretion, including the mucus and sweat glands. It is not known what causes the disease but many researchers believe the child is born lacking a single key chemical. It is believed that C/F is transmitted as a recessive trait.

Major difficulties caused by this thick mucus are:

1. Clogging of the bronchial tubes in the lungs.
2. Clogging of the pancreatic ducts.
3. Excessive sweating.

3. To teach mainstream children (through the modeling of a good teacher) to accept differences in people, and look for the strengths of individuals and not focus on their weaknesses. The normal child will benefit from living and working with his handicapped peers.

4. To assist the handicapped child making the necessary social/psychological and physical adjustments that he will have to make to live in a world with his non-handicapped peers.

5. To encourage more "normal" behavior from the handicapped child by exposing him to "normal" children who will provide good models for him and encourage him in more typical social experiences.

6. To give the handicapped child a wider choice of peers to interact with (rather than being associated only with 8-15 other children with similar problems).

PROBLEMS OF MAINSTREAMING FOR THE MORE SERIOUSLY HANDICAPPED CHILD:

(i.e. the physically handicapped child assigned to a regular class and possibly being the only physically handicapped child in the school)

1. Supportive Service people such as Physical Therapist, Occupational Therapist, and Speech Therapist would lose a good deal of treatment time in travel, due to the low-incidence of children in any 1 district needing these services.

2. Toileting accidents for some children without bowel and bladder control are more likely to occur and cause upsets for the teacher and embarrassment for the child unless close monitoring of his schedule is followed.

3. Architectural barriers in schools will need to be eliminated and certain adaptive equipment will need to be purchased (once done, however, for wheelchair and crutch walkers, the expense is over).

4. Ongoing therapy and positioning of students on special equipment is easier in smaller groups, and the child feels less conspicuous if standing on a special frame is done in the special classes only.

5. Nursing services for more involved children can be quite time consuming, and there is an expertise developed by a nurse in a Physically Handicapped Program in report reading, interpreting reports to parents, picking up helpful hints from 1 family and passing them along to others, as well as establishing relationships with the hospitals and clinics that serve most of the handicapped children in Lake County.

6. Possible peer identification problems. Physically handicapped children need the social interactions with their "normal" peers, however, at times it is helpful to interact with another individual with similar and/or different handicaps, so one doesn't feel so "alone" with his problems.

Arthrogryposis:

Arthrogryposis is a condition thought to be caused by failure of muscle development early in embryonic life. In the majority of cases, both upper and lower extremities. The joints appear enlarged and the tissues around the joints show contractures and fail to develop normally. The position of the arms and legs may be improved with surgery, corrective casts or splints. This must be followed by diligent physical therapy.

Hemophilia:

Hemophilia is an inherited disease manifested by an abnormal tendency to bleed. Hemophiliacs have a deficiency of an essential agent in the blood, that is responsible for normal clotting. When this agent is missing, the blood does not coagulate and hemorrhaging occurs.

Brittle Bone Disease:

This is a disease of the bones in the body in which multiple fractures occur, frequently because the bones are excessively fragile. It is congenital and often inherited. Treatment consists of reducing the fracture (placing in a normal position) and keeping the limb immobile until healing occurs. Preventive measures to reduce the likelihood of trauma are indicated as far as practicable.

Epilepsy:

Epilepsy is a brain (cerebral) disorder characterized by seizures ranging in severity from convulsions (grand mal) to a nod of the head and/or a series of rapid eye blinks (petit mal). These seizures are the result of excessive electrical discharges from the brain. Most of these children take medications for seizure reduction and control. The epileptic children in the P.H. Program have either very unusual forms of epilepsy which are not amenable to drugs and therefore seizures occur continually or the child is highly drugged and needs continual monitoring. The majority of epileptic children can function quite well in a regular classroom with an understanding and informed teacher.

POSITIVE ASPECTS OF INTEGRATION:

1. To help the handicapped child realize that although he has a "handicapping condition", he is still part of the real world and can actively participate in it.

2. To encourage the mainstream teacher to meet the needs of the special child, will probably encourage her to analyze his/her teaching methods for all the children.

7. Trained teachers are often able to adapt materials and equipment so the physically handicapped child can participate and find success.

THE MOST POSITIVE ASPECT OF MAINSTREAMING:

Mainstreaming offers these children a more normal learning and social environment. As adults, non-handicapped and mildly handicapped live and work in the same community; we should expect no less from the children.

HEARING IMPAIRED

General Description:

Children with hearing difficulties have the same basic cognitive, social and emotional needs as other children.

However, children with hearing problems have many added frustrations. Many of these frustrations are due to their difficulty or inability to express themselves adequately or understand others who are talking to them or around them. Frustrations may be expressed through withdrawal, crying, "showing off", or temper tantrums. These children usually mature emotionally more slowly than do normally hearing children. Hearing impaired students live with insecurity because of the communication barrier.

Those with a hearing impairment live in a world of confusion. They see lips moving around them; however, they may not know much of what the "moving lips" are saying or misunderstand what is being said. They see laughing faces, sad faces, and angry faces; however, they may not know why faces are happy, sad or angry.

Types of Hearing Impairment:

1. Hard of Hearing -- These students hear words as though they were spoken more softly than they really are. Therefore, a hard of hearing person may tend to speak more softly because he hears his own speech at regular volume. He thinks other people hear his volume as he hears it.

2. High Frequency Loss -- These students hear sounds but not all of them. Usually they hear vowel sounds but not the consonant sounds or only hear some consonant sounds. This student's speech is also distorted since the words he hears are distorted. Since this student does hear some sounds, he is often thought to be emotionally disturbed or mentally retarded.

3. Deaf Students -- These students can only hear loud environmental sounds or feel vibrations. They have very little speech and most of that is unintelligible.

Hearing Impaired Students Learning Systems:

Depending on the severity of the hearing impairment, students will use the following communication learning systems to a lesser or a greater degree:

1. Learning Through Residual Hearing -- Hard of hearing students or students with a high frequency loss can be helped to use whatever hearing they have to learn through the auditory channel. Hearing aids and classroom amplified sound systems can often be used to allow students to learn even more through the auditory method.

2. Lipreading -- Students can learn how to use lipreading to help in the communication process. However, lipreading is more of an art than a skill. A hard of hearing person can use lipreading to help fill in inaudible sounds. For a deaf student lipreading is very difficult because many sounds are similar on the lips or are invisable.

3. Sign Language and Fingerspelling -- This visual means of learning and communicating is the only way certain deaf students can learn. However, it is limiting in that this deaf student can only communicate with other people that know signs and fingerspelling.

4. Written Language is a visual means of communication that allows deaf people to communicate with all people. However, it is very burdensome and slow.

5. Total Communication -- This system uses all of the previously described systems to help the deaf students reach their communication and learning potential.

Mainstreaming:

1. Hearing Impaired Children who may be in the Classroom:

It is not unusual today for classes of hearing children to include one or more children with varying degrees of hearing losses. To select techniques for teaching such children, the mainstream classroom teacher must be able to distinguis the differences between them and to recognize the varied needs of each.

For example, there may be (1) the regularly enrolled child with a mild hearing loss who does not require a hearing aide; (2) the child whose hearing loss is severe enough to require a hearing aide, but who does not warrant assignment to a special class (this child may or may not require the services of an itinerant teacher); and (3) the child whose loss does require enrollment in a special class for the hearing impaired, but who is integrated into a mainstream class for a portion of the day.

There is also the possibility that a child who is enrolled in a mainstream class has an unidentified hearing loss. It is important for the teacher to be able to recognize such a child and take appropriate steps for correct placement. When a teacher suspects that a child in her class has an undetected hearing impairment, the first step is to request the school nurse to perform a hearing screening test. If the test indicates a possible loss, the nurse will then sugges to the parents that the child to be taken to an otologist or a audiological clinic

If it has been established that the child does have a hearing loss and is eligible for hearing impaired service, he will be referred to a special education program for proper educational placement. The amount of time needed for special education programming will depend on many factors including: (1) audiogram results; (2) functional ability; (3) ability to use his hearing aide; (4) ability to use residual hearing; (5) lipreading abilities; (6) intellectual capacity; (7) speech ability; (8) social and emotional adequacy; and (9) other handicapping conditions. The influence of these factors on the child's placement will always be discussed with the mainstream classroom teacher with whom the child is integrat

2. Considerations and Educational Variables Related to Hearing Impairment:

Although it is most important not to stereotype the hearing impaired child, certain considerations will assist the teacher in working with him.

New concepts often include new words to describe them. Due to the nature of his impairment, the hearing impaired child normally has difficulty in learning new concepts. Generally, this is not due to lack of intelligence, but is due to the new words themselves. New words require much repetitious usage in order for them to become firmly established as part of a child's vocabulary. Recognition

of this will help the teacher in communicating new ideas and new words to the hearing impaired child.

A hearing impaired child's reading comprehension is frequently much poorer than his word recognition. This is largely due to the previously noted problem of language deprivation. Abstract words, idioms, synonyms and words with multiple meanings are particularly difficult for this child and contribute to his weak reading comprehension.

The hearing impaired child will often display a wide discrepancy between written and oral language ability. He may have fairly good oral sentence structure but poor written sentence structure, or the reverse may be true. His sentences may be stifled. They may have syntactical reversals, omissions, or additions. He may omit endings. (Sometimes in oral speech his tongue and lip formations indicate he thinks he is producing the endings but he is actually unable to do so with his voice.) He may leave out articles and adjectives. The verb tense may be confused. Many of these errors can be attributed to his hearing impairment.

The teacher should adjust her expectations to a lesser degree of perfection. She should continue to strive for improvement, but be prepared to give the child credit for doing his best and adjust his grade to some degree if necessary. He should be praised for his ability to communicate and encouraged to do so, even if it is less than one would expect from a hearing child of his age.

Very often in school the hearing impaired child will look around to see what others are doing in order to assure himself that he is doing what is expected of him. (He may be looking to see whether or not he has the correct page for the assignment.) A discerning teacher will not misconstrue this as copying or cheating; on the other hand, she must not allow the child to develop a habit of copying. Such a situation may be avoided if the teacher will consciously secure attention of the child when making assignments, thus alleviating the need for the child to seek assurance through checking with his peers.

3. Techniques For the Teacher:

Below are some suggestions for the mainstream classroom teacher who has hearing impaired children in her class. These suggestions may be helpful whether or not the impaired child is totally enrolled or merely integrated for some portion of the day.

A. Seating the hearing impaired child:

1. Seat the child near the teacher with the better ear toward the teacher.
2. The child should be seated where he can observe the speaker's lip movement and follow class procedures with ease.
3. Encourage the child to watch the teacher whenever the teacher is talking to the class. (Little signals for securing attention may be devised.)
4. Mobility is important for the hearing impaired child. Therefore: (a) allow the child to shift his seat so that he may follow changes in routine. This will enable him to see the teacher's face and hear her voice better; (b) during class discussions, encourage him to face the pupil who is talking; (c) allow him to move around the room so that he can follow what is happening whenever the class activity makes this necessary.

B. Speaking to the hearing impaired child:

1. Avoid standing in front of a window while talking; stand in a normal light and avoid shadows and reflections when talking and dictating.
2. Whenever possible get your face down to the child's level. When you are standing and speaking to the child, it is more difficult for him to read your lips. It also increases his muscular fatigue.
3. Avoid walking around the room while teaching or giving assignments.
4. Avoid giving instructions or directions while facing or writing on the blackboard -- wait to give instructions until the written work on the blackboard is finished and you can again face the students.
5. Keep hands and books away from the front of the face while talking.
6. Speak naturally; don't exaggerate.

(Remember, the hearing impaired child needs to see your lips -- 1-5 have a direct effect on his ability to lipread.)

7. Be sure to have his attention before giving oral assignments or directions To get his attention you might (a) tap on the desk with a ruler or your hand; (b) stand directly in front of the child and call his name, or (c) give a slight wave of the hand or snap your fingers in his line of vision.
8. Use written assignments, outlines and directions whenever possible. If needed, extra time should be given for note taking.
9. Make sure the child understands directions and assignments. Have him repeat them, time permitting. (Note: These children often say, "Yes," when they don't really understand. The eyes may give the teacher a clue to his understanding or misunderstanding.) If he misunderstands, restate what has been said in a different way. Perhaps words were used that were either invisible on your lips or were not part of his vocabulary -- too abstract, etc.
10. Encourage him to ask for repetition or rephrasing if he doesn't understand what is said.

(While these last two items are used with all children when there is a lack of understanding, they may have to be emphasized somewhat more for the hearing impair child.)

C. Teacher attitudes toward the hearing impaired child:

1. Be compassionate, but not oversympathetic. (a) Expect him to perform according to his abilities. (b) Do not allow him to use his impairment as an excuse for poor work. (c) Do not excuse him for failure to do his best. (d) Do not give him "gratis grades" because he has a hearing loss grade him on his ability and his performance. (e) Stress his assets, not his disability. Accept him positively as one of your class.
2. Be matter-of-fact about his hearing impairment. (a) Be sure you receive sufficient information from the hearing impaired teacher to assure your understanding of the child and his problem. (b) Discuss his problems objectively with the class. (c) Help the hearing students in the class to display the same matter-of-fact attitude.
3. Recognize it will be more difficult to hold the attention of the hearing impaired child. Accept the fact that he gets more fatigued than a hearing child; he listens more intently and uses his eyes more constantly in order to follow the work being presented.

4. Encourage him to take part in all school and social functions. Help him to feel that he is "one of the gang." This will include his understanding of slang, jokes, riddles and other subtle, socially important forms of communication.

5. Encourage him to speak more clearly. Don't accept mumbling, shouting, or too-quiet speech. Help him to modulate his tone.

D. Interaction between hearing and hearing impaired children:

1. It is important for either the mainstream teacher or the special education teacher to explain the needs and limitations of the hearing impaired child to the rest of the class. The children should understand that, (a) Hearing and hearing impaired children are more alike than they are different. The basic difference is the hearing impairment; (b) The hearing impaired child has the same feelings and needs as all children -- emotionally, socially and academically. (c) If the hearing impaired child exhibits immature behavior, this may be due to the child's communication problems. He has not had the opportunity to play and work with hearing children and thus to understand all the give-and-take of daily living. (d) If given the opportunity to communicate, to relate his ideas and feelings and to understand those of others, the hearing impaired child will be able to compete better socially with his hearing peers.

2. Explain the purpose of the hearing aid. The aid amplifies sounds and increases the child's ability to hear, to supplement the use of his residual hearing. However, the aid does not appreciably improve the clarity with which the child receives sound. (a) Let the hearing children look at and listen to various types of hearing aids. (b) Ask an audiologist to visit the class, explain the aides to the children, and answer questions regarding the use of aids or of hearing impairment in general. (c) Emphasize the danger of hitting or pulling at the child's aid because of possible further damage to the child's ear or to the aid itself. Discuss the cost of an aid, its repair, upkeep, etc. Make the child aware of how such acts could contribute to the problems of the hearing impaired child, if such damage should occur. (Frequently hearing impaired youngsters are terribly sensitive to the hearing aids because hearing children have abused and pulled on the aid, etc. and have made fun of the aid.) The children should understand how the aid is much like glasses and hopefully they would not abuse another child's glasses. Children are usually receptive to an appeal to help others when they fully understand associated reasons.

3. Teach the hearing children that they should accept the hearing impaired child as a friend on the same basis as they would accept any other child. (a) The hearing child should not be expected to "give in" to a hearing impaired child because of his impairment. (b) The hearing impaired child must be taught how to be a friend. He must understand that not everyone will be his buddy. He must learn to give-and-take like anyone else. He must understand that he has to earn friendship.

4. At times the mainstream teacher will encounter what she may interpret as cruel remarks from hearing children toward the hearing impaired child. Such cruel-sounding remarks are often the result of lack of knowledge on the part of the hearing children. The teacher has an obligation to deal quickly with such a situation by educating rather than disciplining the children involved. With education, understanding and compassion usually evolve and the problem lessens or disappears.

5. The hearing impaired child quite often uses "touch" to get the attention of others. This child will often touch with more force than he realizes and this is frequently interpreted by hearing children as "punching" or

starting a fight. (a) Help the hearing impaired child learn to touch more gently, or better, to find a substitute method for gaining the attention of others. (b) Help the hearing child to understand why the hearing impaired child touches. Frequently this is the easiest or only way the hearing impaired child has been able to get others' attention in order to communicate. Conversely, others have used the same method to get his attention. (c) Teach the hearing impaired child that rough touching is unacceptable behavior.

6. Sometimes good rapport can be established if the hearing impaired child is permitted to teacher the class the manual alphabet and some sign language as a portion of the language program. (The hearing kids love it!) This experience imparts a true sense of accomplishment and self value to the hearing impaired student.

7. The "buddy system" may be of value to the teacher who has both hearing and hearing impaired children in the class. (a) The system is most beneficial when the hearing child volunteers assistance to the hearing impaired child. It is also helpful if the hearing child can be encouraged (not forced) to assist the impaired child. (b) The hearing buddy could help the hearing impaired child to note assignments, understand directions be on the correct page, and be sure he is paying attention to the speaker. He might also assist him in note taking. (It is very difficult to take notes and lipread at the same time.)

VISUALLY IMPAIRED

Visually impaired children are those whose visual acuity despite corrective lenses, is so limited that it interferes with learning through conventional methods. Adapted materials, special teaching procedures, or both are necessary for the education of the child.

1. The Legally Blind

    1.1 Vision is 20/200 in the better eye with correction.
    1.2 This does not necessarily mean the person is totally blind.
    1.3 Usually the person has at least some light perception.
    1.4 Restricted field of vision to an angle of 20° or less.

2. The partially Sighted

    1.1 Vision is between 20/70 and 20/200 in the better eye with correction.
    1.2 Use of only one eye.
    1.3 Restricted field of vision.
    1.4 Marked correction, such as 20/200 corrected to 20/40.
    1.5 Temporary special programing may be warranted for:
        1.51 Prolonged occlusion for amblyopia.
        1.52 Acute, irritated eye diseases during prolonged treatment.
        1.53 Postoperative retinal detachment or other postoperative condition upon recommendation of the referring physician.
        1.54 Eye disease causing temporarily decreased vision.

NOTE: The educationally blind cannot use print as a main avenue of learning: The partially sighted, however, can use print; but they may need large type or magnification.

Positive Aspects of Mainstreaming

1. Child can stay in home school with friends.
2. It provides for more normal development.
3. Student can handle mainstream work and there are adapted materials available to provide assistance.

Problems in Mainstreaming

1. Regular classroom is not set up for Visually Impaired.
    Equipment and materials (usage & storage)
    Teacher attention
    Teaching techniques - often very visual
2. No opportunity to teach dails living skills
3. P.E. is not adapted for visually impaired.
4. Access to needed materials on a day-to-day basis.

TRAINABLE MENTALLY HANDICAPPED

I Type of Handicap

Trainable Mentally Handicapped (T.M.H.) and Multiply Handicapped (M.H.) are presently going to school at Laremont School, in Gages Lake. This is a new facility run by SEDOL for the 41 school districts of the special education cooperative. The present population consists of about 52% T.M.H. and 48% Severe and Profoundly Handicapped students.

II Identification Procedures and Eligibility

T.M.H. and M.H. students are identified like all other students that enter a SEDOL program. These students are referred, tested and staffed before placement takes place.

During the testing, the psychologist usually test for intelligence and academic levels. Other areas that are looked at are social maturity, self-care skills, independent living skills, gross and fine motor skills. All of these areas are key indicators of the functioning level of T.M.H. and M.H. students. Most of these areas will be below about 1/2 to 1/3 of their chronological age.

III General Characteristics of the Trainable Mentally Handicapped

1.0 A trainable mentally handicapped, T.M.H., child would attain an I.Q. score between 35 and 60. On various screening and assessment instruments the child would attain age scores (developmental age, language age, behavioral age, social age and motor age) between 1/2 and 1/3 of his or her chronological age. A multiply handicapped, M.H., child at Laremont School would attain similiar I.Q. scores and age scores. In addition to these scores, the M.H. child would also have a physical disability of some type. The physical disability could be Cerebral Palsy, Spinal Bifodo, Hydrocephaly, Microcephaly, etc. In addition some of the M.H. children are hearing impaired, deaf, visually impaired, and emotional disturbed.

2.0 In addition, to the lower age level of their speech pattern, many T.M.H. and M.H. children do not develop speech until six, seven, eight years of age. The speech patterns that are used are very simple sentences. They may get to be long but very few have complex sentence speech patterns.

3.0 One of the most noticable characteristics of a T.M.H. or M.H. child is their inability to reason abstractly. Their abstract reason ability is related to very simple things. They do not have the ability to take a basic premise and think it all the way through to a logical conclusion.

4.0 T.M.H. and M.H. students do not generalize a learned task to another situation. They generally accomplish a task or learn a new task through trial and error for many repetative trials. Most T.M.H. or M.H. students can be trained in some areas or tasks but not all of them.

IV Positive Aspects of Mainstreaming

At the present time, there are no T.M.H. students integrated for any type of activity in any regular grade or high school. This is mainly because there is not a school close enough to Laremont.

There are some extremely high functioning T.M.H. and M.H. students that could be mainstreamed in some areas; generally speaking, all the academic subjects would not be appropriate for T.M.H. or M.H. students, These students could benefit greatly from integration into the areas of Shop, Home Economics, Music, Art and Physical Education. Generally speaking, non-academic subjects would be the most appropriate for T.M.H. and M.H. students to be mainstreamed.

In these areas T.M.H. and M.H. children would receive help in social skill development, as well as instruction in the particular non-academic areas. These children will perform in the lower range of ability for that particular class. These students will, later on in life, be able to handle simple community jobs. They need to be exposed to the rest of the world so that they will be able to learn to live in it.

V Problems of Mainstreaming

The problems affecting the mainstreaming of T.M.H. and M.H. students are directly related to the student's disability. Low skill levels, poor gross and fine motor development, poor abstract reasoning skills, and immature social level, all present problems for the mainstream teacher and regular education students.

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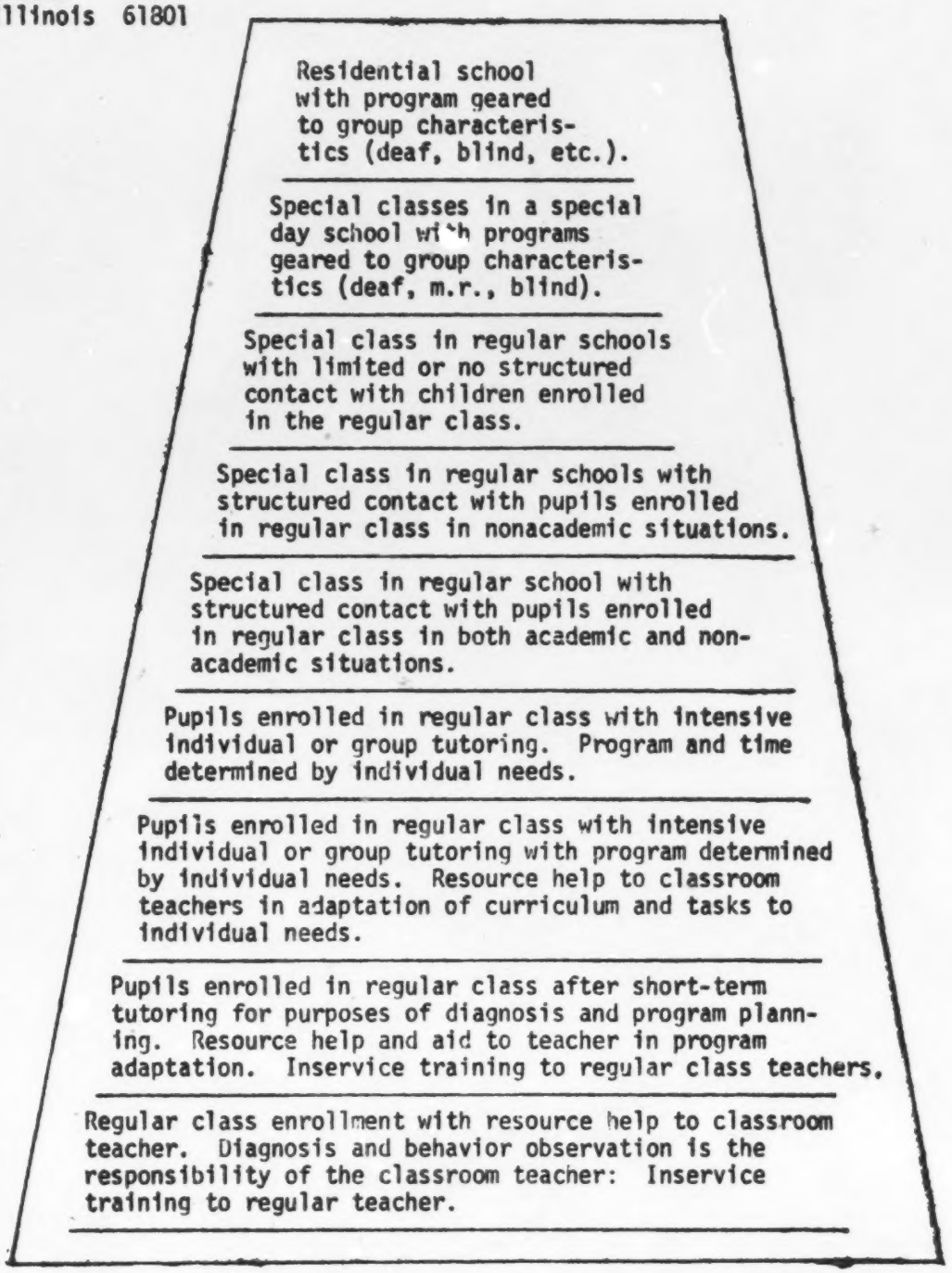
Level 9
Residential school with program geared to group characteristics (deaf, blind, etc.).
Level 8
Special classes in a special day school with programs geared to group characteristics (deaf, m.r., blind).
Level 7
Special class in regular schools with limited or no structured contact with children enrolled in the regular class.
Level 6
Special class in regular schools with structured contact with pupils enrolled in regular class in nonacademic situations.
Level 5
Special class in regular school with structured contact with pupils enrolled in regular class in both academic and non-academic situations.
Level 4
Pupils enrolled in regular class with intensive individual or group tutoring. Program and time determined by individual needs.
Level 3
Pupils enrolled in regular class with intensive individual or group tutoring with program determined by individual needs. Resource help to classroom teachers in adaptation of curriculum and tasks to individual needs.
Level 2
Pupils enrolled in regular class after short-term tutoring for purposes of diagnosis and program planning. Resource help and aid to teacher in program adaptation. Inservice training to regular class teachers.
Level 1
Regular class enrollment with resource help to classroom teacher. Diagnosis and behavior observation is the responsibility of the classroom teacher: Inservice training to regular teacher.

LEVELS OF INSTRUCTIONAL INTERVENTION WITHIN PUBLIC SCHOOL SPECIAL EDUCATION PROGRAMS (Willenberg, 1968)

MAINSTREAMING PLAN

Considerations:

1.0 Responsibility of Building Administration

2.0 Supportive services required

3.0 Inservice training for staff

4.0 Preparation for child and mainstream students

5.0 Roles and interaction of supportive service and mainstream staff

6.0 Scheduling of student

7.0 Grading

8.0 Other factors you would need to consider in programming for this child.

9.0 How would you evaluate effectiveness of mainstream plan for this child?

INTEGRATION PLAN FOR

_____
Student's Name

_____
C.F. #

1.0 Where is the student functioning in _____:
School subject

1.1 Recent Standardized test score for that subject:
Subtest_____score_____date_____

1.2 Recent standardized test scores in reading
Comprehension_____Word knowledge_____date_____

1.3 Integration program in last school year:

1.31 Was the student integrated for this subject last year?____

If so:

1.311 At what grade level?_____
1.312 What was the name and grade level of the text?_____
_____

1.4 What was the recommendation of last year's mainstream and resource teachers regarding future integration in this school subject?____
_____

1.41 If a marking or grading system was used last year, what grade did this student receive?_____

2.0 What are your reasons for integrating this student for this school subject?

2.1 _____

2.2 _____

2.3 _____

3.0 What are your instructional objectives for this integration program?

3.1 _____

3.2 _____

3.3 _____

4.0 Areas of responsibility (explain the plan and procedures to be used)

4.1 Communication with the mainstream teacher

_____

_____

(OVER)
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INTEGRATION PLAN FOR _____

4.2 Presentation of the Curriculum

_____

_____

4.3 Grading System and procedure

_____

_____

4.4 Homework

_____

_____

4.5 Handling of student's learning problems

_____

_____

5.0 What are the criteria for maintaining integration for ths student?

5.1 _____

5.2 _____

Resource Teacher _____

Classroom Teacher _____

Principal _____

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